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ABSTRACT

A series of main goals and a number of secondary objectives for the Torrance School District (California) bilingual education program are outlined and their attainment assessed. The objectives apply specifically to Japanese and Korean students of limited English proficiency in four elementary schools. The goals envision the following outcomes: increased English language proficiency among program participants; reclassification of students as fully English proficient after instruction with the natural language approach; increased self-esteem through participation in a minimum number of cultural events; development of a continuum of language learning for the natural language approach; development and acquisition of instructional materials in reading and language arts; development and evaluation of testing materials; development of parent education materials; increased parent awareness of and participation in school activities; instructional staff inservice training in the natural approach to second language acquisition; and employment of a part-time resource teacher to coordinate activities. For secondary objectives, specific implementation activities and outcomes are noted. (MSE)

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Torrance Unified School District
Torrance, California

FIRST ANNUAL EVALUATION REPORT

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition

(Title VII Elementary and Secondary Education Act)

Prepared by
Dr. Tom Bishop

Los Angeles County Office of Education
Division of Evaluation, Attendance,
and Pupil Services

September 1985

FL 020 107

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BILINGUAL PROJECT — Student Instructional COMPONENT

GOAL: By June 1987, Japanese and Korean students who are LEP will increase their proficiency in English by achieving median expectancies, as measured by norm-referenced test.

Objective:

1.1 By June 1985, 90% LEP Japanese and Korean students at Arlington Elementary, Hickory Elementary, Lincoln Elementary, and Victor Elementary, who have participated in the program for one year, will increase their proficiency in English by achieving the 25%ile as measured by CTBS-U Reading and English sub tests.

Evaluation:

1.1 During the 1984-85 school year 179 Japanese and Korean LEP students were tested on the CTBS-U in Reading and English. The CTBS-U was administered to 179 students in grades K-5. As the CTBS-U has no language subtest for grades K and 1, the number of students taking both the reading and language subtests was 108. To achieve the 90% stated in the objective, 97 students would score at or above the 25th percentile.

The objective proved to be too difficult for the students. While the objective was achieved in Language at Lincoln school, no other group achieved the objective.

In retrospect, the objective was based on anticipated gains without the benefit of baseline data upon which to base the projection.

A review of the graph suggests that a more attainable objective would be 64% of the LEP students attaining the 25th percentile in Reading and 78% in Language.

It is recommended that the 1985 86 objectives be modified to reflect the attainable objectives as well as rethinking the manner in which they are aggregated. It is recommended that schools be individually assessed as well as the individual grades within schools. Further, it is recommended that consideration be given to separating the data for Japanese students from Korean students. This is not to suggest that students be separated in the treatment phase, but rather to attempt to assess what works best with Japanese students as well as what works best with Korean students. This may illuminate resources needed in native language materials as well as fine tuning the instructional techniques.

The evaluator suspects that if the teacher aides are bilingual English/Japanese, as opposed to English/Korean, the Japanese students may benefit from a language advantage. This would have implications for staff selection.

CTBS-U TEST RESULTS IN READING AND LANGUAGE FOR THE TORRANCE UNIFIED BILINGUAL PROJECT FOR THE 1984-85 SCHOOL YEAR

SCHOOL	NUMBER OF STUDENTS IN PROJECT	STUDENTS SCORING AT OR ABOVE 25th PERCENTILE			
		READING		LANGUAGE	
		NO.	%	NO.	%
ARLINGTON	55 (32)*	31	56	25	78
HICKORY	26 (18)	15	58	13	72
LINCOLN	42 (23)	32	76	21	91
VICTOR	56 (35)	37	66	25	71
TOTAL PROJECT	179 (108)	115	64	84	78

* THIS FIGURE REPRESENTS THE NUMBER OF STUDENTS IN GRADES 2-5 AND WAS USED TO COMPUTE THE LANGUAGE PERCENTAGE AS THERE IS NO LANGUAGE SUB-TEST ON THE CTBS-U FORM GIVEN IN GRADES K AND 1.

BILINGUAL PROJECT — Student Instructional COMPONENT

GOAL: By June 1987, having been given instruction in English using the natural approach and their primary language in a supportive manner, 50% of Japanese and Korean LEP students will be reclassified as FEP by Board-adopted criteria.

Objective:

1A.1 By June 1985, 5% of LEP Japanese and Korean students at Arlington Elementary, Hickory Elementary, Lincoln Elementary, and Victor Elementary who have participated in the program for one year will be reclassified as FEP.

Evaluation:

1A.1 The objective was not attained. The 5% of the LEP students would mean that nine (9) of the 179 would be reclassified as FEP. Arlington School achieved the objective with eight (8) of its 66 students being reclassified as FEP. No students at Lincoln, Hickory, or Victor were reported as being reclassified.

Classroom visitations by the evaluator suggest a reluctance on the part of the School Guidance Committee/School Appraisal Teams to recommend a student for reclassification when it is believed that the student would be best served by remaining in the program.

BILINGUAL PROJECT — Student Instructional COMPONENT

GOAL: By June 1985, 90% LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor who have participated in the program for the entire school year will increase their proficiency in English by achieving the 25th percentile as measured by CTBS-U Reading and English sub tests.

Activity:

2.1 Test LEP youngsters who arrive in school with Bilingual Syntax Measure in English and with the San Diego Oral in Japanese and with San Diego Placement test, and with writing prompts if students are in grades 3-6.

Evaluation:

2.1 An on site review of the teacher's records confirms that students were administered the Bilingual Syntax Measure in English and the Japanese students were administered the San Diego Oral in Japanese. There was no Korean version available at the time of testing.

Activity:

2.2 Students who are classified as LEP Korean/Japanese will have an ILP developed which places the student in appropriate program option:

ESL
Bilingual classroom
Individual Bilingual Plan
ILP copies with principal, reading teacher, classroom teacher

Evaluation:

2.2 An on site review of a sampling of students classified as LEP confirmed the existance of an 1984-85 ILP.

Activity:

2.3 A student profile card will be kept to indicate student progress during the year.

Evaluation:

2.3 An on site review confirmed the existance of up to date student profile cards. These were most often maintained by the Reading Teacher.

Activity:

2A.1 Principal will keep total school ESL ongoing record using ESL Form #2. It must correlate with computer-database in Fall and Spring.

Evaluation:

2A.1 The Principals at each of the project schools maintained an up to date ESL Form #2.

Activity:

2A.2 Following CTBS-U testing in Spring, LEP students will be reviewed for reclassification by the school appraisal team.

Evaluation:

2A.2 Due to a heart attack suffered by the district test coordinator, test results were delayed. At the time of the evaluators visit school appraisal teams were busy reviewing test results and recommendations for student reclassification.

Activity:

2A.3 Reclassification decision by School Appraisal Team on each student is based on Board-adopted criteria.

Evaluation:

2A.3 In all cases, the School Appraisal Team's were utilizing the Board adopted criteria for reclassification.

Activity:

2B.1 Teachers will keep a record of student progress as the student progresses through language acquisition stages in learning English.

Evaluation:

2B.1 The student profile cards were being maintained by the Reading teachers.

Activity:

2B.2 Aides will provide help to LEP Japanese and Korean students.

Evaluation:

2B.2 A review of the activities of the Title VII aides confirmed that they were servicing the LEP Japanese and Korean students exclusively.

Activity:

2B.3 Instruction appropriate to each student's stage of language acquisition in English will be provided.

Evaluation:

2B.3 "Appropriate instruction" was defined by the teachers interviewed by the evaluator. In general terms, the instruction was appropriate to the student's language ability.

BILINGUAL PROJECT — Student Instructional COMPONENT

GOAL: By June 1987, all Japanese and Korean LEP students will have increased their self esteem and/or self confidence through participation in a minimum of two cultural events annually, as measured by teacher/aide observations and recorded on individual profiles.

Objective:

3.1 By June 1985, 90% of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor will have participated in a minimum of two cultural events as recorded on individual profile cards.

Evaluation:

3.1 Interviews with principals and teachers confirmed that 100% of the Japanese and Korean students had participated in two or more cultural events and that they were recorded on the students individual profile cards.

Objective:

3.2 By June 1985, baseline data on the self esteem of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor will have been collected as measured by the IOX self esteem index.

Evaluation:

3.2 Baseline data on the self esteem of Japanese and Korean students were recorded on the IOX Self Appraisal Inventory.

Activity:

3A.1 IOX self esteem (primary, intermediate levels) index will be administered annually in May.

Evaluation:

3A.1 The evaluator confirms that the IOX instrument was administered in May 1985.

Activity:

3A.2 IOX measure will be translated into Japanese/Korean.

Evaluation:

3A.2 The IOX Self Appraisal was translated into Korean and Japanese.

Activity:

3A.3 Students will participate in two cultural events reflective of Japanese and/or Korean culture annually.

Evaluation:

3A.3 The students did participate in two or more cultural events.

Activity:

3A.4 Bilingual Resource Teacher will distribute:
1. information on field trip possibilities
2. information on cultural events in community
3. information on cultural events/guest speakers available for assemblies and classroom visits

Evaluation:

3A.4 The Bilingual Resource Teacher did distribute:
1. field trip information
2. community cultural event information
3. information on guest speakers

IOX SELF APPRAISAL INVENTORY RESULTS FOR TORRANCE UNIFIED BILINGUAL PROJECT, 1984-85 SCHOOL YEAR

OVERALL PROJECT RESULTS

NUMBER OF STUDENTS TESTED = 181

*MEAN RAW SCORE = 13

INDIVIDUAL SCHOOL RESULTS

SCHOOL	NO. OF STUDENTS TESTED	*MEAN RAW SCORE
ARLINGTON	55	14
HICKORY	25	10
LINCOLN	38	13
VICTOR	63	14

* TOTAL POSSIBLE RAW SCORE POINTS = 20

JP:lmc
6-13-85

BILINGUAL PROJECT — Materials — COMPONENT

GOAL: A continuum to be used with the natural approach to second language acquisition needs to be developed or adopted during 1984-85 and have firmly in place by June 1987.

Activity:

4.0 Visitations to other school districts using the natural approach will be made.

Evaluation:

4.0 The evaluator confirms visits to other school districts.

Activity:

4.1 Review and evaluate commercially-produced materials.

Evaluation:

4.1 Identification, location, and selection continue.

Activity:

4.2 A continuum to be used with the "Natural Approach" will be presented for adoption by the Board of Education.

Evaluation:

4.2 The continuum was developed but has not yet been presented to the Board for adoption.

BILINGUAL PROJECT

Materials COMPONENT

GOAL: Instructional materials in reading and language arts in Japanese and Korean need to be developed, evaluated, and purchased to take care of the lack of materials in these languages.

Activity:

4.3 Instructional materials in reading and language arts in Japanese and Korean will be acquired from Japanese and Korean book stores, publishers, and other sources such as the private Japanese and Korean schools, consul general and other school districts, Title VII service centers.

Evaluation:

4.3 The evaluator confirms achievement of the objective.

Activity:

4.4 These materials will be evaluated and developed as needed or adopted for reading and language arts in Japanese and Korean.

Evaluation:

4.4 The materials were evaluated and adopted as appropriate. Other materials were developed where needed.

BILINGUAL PROJECT

Materials COMPONENT

GOAL: Academic testing materials need to be developed in the primary language to give teachers more information about academic placement and progress.

Activity:

4.5 Academic testing materials in the primary language will be acquired from private Japanese and Korean schools, bookstores, publishers, other school districts, Title VII service centers and other sources.

Evaluation:

4.5 Testing materials were acquired as stated in the objective. Identification and selection continues.

Activity:

4.6 These materials will be translated if needed into Japanese and Korean and adopted for academic placement.

Evaluation:

4.6 Translation of appropriate materials is ongoing.

BILINGUAL PROJECT — Materials — COMPONENT

GOAL: Parent education materials need to be developed and translated.

Activity:

4.7 Parent education materials need to be acquired from other school districts, Asian associates and publishers, Japanese and Korean bookstores.

Evaluation:

4.7 Materials have been and continue to be selected and acquired.

Activity:

4.8 Letters of reclassification, minimum competencies and proficiency standards, general school information on school practices, curriculum practices, staffing patterns, and other events will be developed and translated.

Evaluation:

4.8 Materials have been developed and translated. Samples are included in the Appendix.

Activity:

4.9 Teachers will need release time to develop these materials (are parented materials).

Evaluation:

4.9 Teachers have been minimally involved this far in the translation of parent education materials.

BILINGUAL PROJECT

Materials COMPONENT

GOAL: All testing materials will be completed with the approval of the district's testing department and evaluated by teachers and administrators.

Activity:

4.10 The Los Angeles County Office of Education's Bilingual Staff will closely assist in developing materials to meet these needs.

Evaluation:

4.10 The evaluator confirms the participation of LA County consultants assisting in the project.

BILINGUAL PROJECT — Parent Training — COMPONENT

GOAL: By June 1987, 100% of the Japanese and Korean parents of project participants will have increased their awareness of school activities as measured on a pre-post survey taken annually.

Activity:

5.1 100% of the parents of Japanese and Korean LEP students will complete a questionnaire measuring their awareness of school activities in the beginning of the school year.

Evaluation:

5.1 This activity was not scheduled for implementation at this time.

Activity:

5.2 100% of the parents of Japanese and Korean LEP students will complete a questionnaire measuring their awareness of school activities.

Evaluation:

5.2 This activity was not scheduled for implementation at this time.

BILINGUAL PROJECT — Parent Training — COMPONENT

GOAL: By June 1987, all parents of Japanese and Korean LEP students at Arlington, Hickory, Lincoln, Victor will have been invited to participate in at least one school or cultural event as measured by attendance rosters.

Activity:

5.3 Parent education programs developed through its school improvement program will include such presentations about the school nurse, school psychologist, reading resource teacher, etc.

Evaluation:

5.3 Programs for parents were presented.

Activity:

5.4 Parents of Japanese and Korean LEP students will be invited to presentations involving their children, their education and influence of the home, American school, community and society.

Evaluation:

5.4 Parents have been invited to attend student presentations.

Activity:

5.5 Parents of Japanese and Korean LEP students will be encouraged to attend adult education classes of ESL, citizenship and others.

Evaluation:

5.5 Parents have been encouraged and do attend adult education classes.

BILINGUAL PROJECT — Staff Development COMPONENT

GOAL: By June 1985 ('86, '87), at least one-third of the participating instruction staff at Arlington, Hickory, Lincoln, and Victor will have been trained in the "Natural Approach to second language acquisition" as evidenced by staff development agendas and sign-in sheets.

Activity:

5.6 A series of workshops training in the Natural Approach will be planned and conducted for teachers, aides, and principals of Arlington, Hickory, Lincoln, and Victor.

1st workshop - Theoretical - Dr. Krashen
2nd workshop - Theoretical
3rd workshop - Natural Approach
4th workshop - Preproduction
5th workshop - Early Production
6th workshop - Speech Emergence
7th workshop - Language Experience
8th workshop - Writing

Evaluation:

5.6 The teachers, aides, and principals attended the series of workshops on the Natural Approach to Second Language Acquisition.

Additional workshops involving the second one-third of the participating instructional staff are being scheduled for the 1985-86 school year.

Activity:

5.7 A series of workshops will be held to review materials.

Evaluation:

5.7 Workshops for materials review were held.

Activity:

5.8 Member of Bilingual Advisory Committee and parents will be invited to attend workshops.

Evaluation:

5.8 The Bilingual Advisory Committee and parents of the project students were invited to participate in the material review workshops.

Activity:

5.9 Those Title VII teachers who are not "fully certificated" as bilingual instructors will participate in university and college programs specifically preparing them for certification as bilingual instructors in Japanese and/or Korean.

Evaluation:

5.9 This activity was partially attained and is under development. Teacher training institutions have been contacted and those non "fully certificated" Title VII teachers have been encouraged to attend classes.

Activity:

5.10 Career ladders for bilingual aides will be developed so that aides can become bilingual credentialed teachers.

Evaluation:

5.10 Career ladders do exist and some aides are actively pursuing teaching careers.

BILINGUAL PROJECT — Management — COMPONENT

GOAL: By October 1985, and each subsequent year, a part-time resource teacher will be employed to coordinate project activities as evidenced by Board-approval of hiring and scheduled activities.

Activity:

5.11 Resource teacher hired.

Evaluation:

5.11 Mrs. Nishi has been employed.

Activity:

5.12 District Bilingual Advisory Committee will meet a minimum of four times.

Evaluation:

5.12 The Bilingual Advisory Committee met regularly.

Activity:

5.13 Project Bilingual Advisory Committee, composed of two parents, principal from each school---Arlington, Hickory, Lincoln, and Victor and the Language Arts consultant will meet a minimum of three times.

Evaluation:

5.13 Evaluator confirms the objective was achieved.

Activity:

5.14 Project staff will visit annually each school to review the program quality and compliance.

Evaluation:

5.14 The Project staff and evaluator have visited each school site.